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ABSTRACT

This two part Saskatchewan NewStart school aide curriculum guide outlines program content and procedures for trainees and for their instructors. Stressing the responsibility of trainees for much of the content impact, the first volume provides questions, training outlines, and other resources (including guidelines on microteaching) to equip trainees to use teacher aide skills, relate effectively to children, work harmoniously with staff, utilize personal potential, and cooperate with the school and community. The other volume is designed to help instructors function as guides and resource persons as they work to develop a learning group which will discuss, teach, learn, and conduct research. Instructors are advised to be familiar with the NewStart Life Skills Curriculum as well as with the trainee portion of this document. [Not available in hard copy due to marginal legibility of original document.] (ly)

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SASKATCHEWAN NEWSTART

Introduction

This training course for teacher aides is designed to be given in conjunction with the New Start Life Skill Curriculum. This training course will follow the same general pattern as the Life Skill Curriculum by putting responsibility on the trainee for much of the content impact.

The instructor will be a resource person for the trainee to call on when technical assistance on specific skill input is necessary. The instructor will be the trainee's guide through the course and will offer support training when needed.

The Trainee and the Instructor will share in gaining new insight into what skills are really needed by the teacher aides. Curriculum will be developed as the course is developed so that the content material is really important to becoming a productive teacher aide.

This outline is a point of departure for the Teacher Aide Curriculum. It offers a place to begin and a guide to follow. It offers support material in those areas in which the trainee may need assistance, but more important, it outlines a process.

The training process develops as the trainees develop. As trainees understand more of the process of instruction, they will accept more responsibility for that process. The group and committee methods will be used throughout the teacher aide training program just as it is being used in the Life Skills program.

The trainee must consider this training program as his responsibility. This is different from the traditional classroom method where the instructor has most of the responsibility, and the student has little responsibility for instruction. Trainees

in ... could be accepting a challenge by accepting more of the responsibility for instruction.

Guide

The Trainee Guide offers suggestions and discussion material for the trainee group. The Trainee Guide also includes Reference Materials and Worksheets. These materials are to serve only as an outline and should be expanded by the trainee group. The outline can serve as the foundation for further development of materials and methods for learning to be a Teacher Aide.

Training Outline

TRAINING OUTLINE

1. The usual teacher has a very busy day. Discuss what a teacher does during a typical day. Make and keep a list of duties. Divide the list into those that are like "housekeeping" duties, those that are like "clerical", and those that are "instructional".
2. The trainee should discuss the following questions:
   a. Where can I fit in?
   b. What duties can I already do?
   c. Which duties are ones that I do very well? do well? do poorly?
   d. Which duties should I improve so that I can be of greater help?
3. Information about a teacher's day can be obtained first hand by visiting a classroom. Trainees should discuss where and how they may go about visiting classrooms. Arrange to make a visit and while there, be observant. Note what is going on, what is taking place. Does the teacher have time for everyone? Could she use your help?

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TRAINING OUTLINE

1. Discuss the ways in which children are the same. Are they similar in the same ways that adults are similar? How are your own children the same? Make a list, using short phrases, of the ways in which all children are similar.

2. Discuss the ways in which children differ. Trainees have already noted the ways they differ from each other. Do children differ in the same ways that trainees differ? Make a list of the differences between children. Be sure to include the mental, physical, and emotional similarities and differences in both the above lists.

3. Trainees will see films about children; or bring their own home movies. Discuss the differences among the children in the films. How are the children the same?

MONTESSORI
WITH STAFF
Trainee Guide

TRAINING OUTLINE

1. Trainees will discuss what they think education is all about. What are their concepts, or ideals, of education?
   a. Who should be educated?
   b. Does everyone need an education?
   c. What is education?
   d. Who should pay for an education?
   e. What should an education do?
2. Trainees should review the reference material and discuss it. How do trainees' views agree or disagree with the reference material? What should be changed?
3. After discussing concepts of education and reference material, trainees will make their own list of what they believe basic educational concepts should be.
4. Trainees will discuss ways in which their own community may, or may not, benefit from educational improvement of its members.
5. Trainees should now pause and discuss what they have been doing as a group.
   a. Have I been a good group member?
   b. Have I been learning?
   c. How can we improve?

TRAINING OUTLINE

1. Trainees will discuss what "talents" are. Each trainee has many talents of his own. Many of the talents he has will help him to be a teacher aide.
   a. Is a talent a native ability?
   b. Does a person inherit a talent?
   c. Can a person improve upon a talent?
   d. Which talents can be useful to a teacher aide?
   e. Which talents can be improved by acting as a teacher aide?
2. Trainees will discuss personality characteristics and what they are. These may be either physical or non-physical, and are what make each person uniquely himself. Each trainee should ask himself "how" he differs from others. How do the trainees' children differ from each other? Trainees will find there will be overlapping in discussing both talents and personality characteristics.
   a. What personality characteristics will be of help as a teacher aide?
   b. Which personality characteristics will not be of help as a teacher aide?
3. Trainees will make a list of both talents and personality characteristics that would represent an ideal teacher aide. What would the trainee most admire in a teacher aide?
4. Trainees will use the above list to make their own "personality profile." Check the list as to the traits you possess. Discuss with other trainees what traits they have, being helpful, rather than critical.

TRAINING OUTLINE

1. Trainees will discuss the experiences they have had with schools. They may have had these experiences either as students or parents.
   a. Was trainee ever asked to visit the school?
   b. Has trainee ever visited school on his own?
   c. How was he treated by school personnel?
   d. Was he satisfied with his treatment by school personnel?
2. Trainees will make a list of school-community relationships.
   a. How do parents receive information about the school?
   b. Who contacts the parents regarding their children? the teacher? the principal? the school nurse?
   c. Is there a parent-school organization and do you attend?
   d. Who are the school officials and what are their names?
3. Using the above list as a guide, trainees should do some research into the relationships that exist between school and community. Trainees should visit school boards, principals, supervisors and any organizations that exist. Reports of findings should be made, and a discussion held.
4. A discussion will be held by trainees about the way cultural differences may influence attitudes toward schools. Do all families agree on the importance of education?

A. UTILIZE
TEACHER AIDE
SKILLS
Trainee Guide

TRAINING OUTLINE

1. The trainees will make up their own course for the teacher aide skills. This will be based upon the data collected by the trainees and on what they already know about the role of the teacher aide.

2. By developing their own course, trainees will learn more about the subjects and appreciate the difficult role of the instructor in the classroom.

3. During "skill" input, video tape will be a valuable tool to use. The trainee, or trainee committee, can video tape their presentation and then critique the presentation with the teacher aide trainee group. Develop a critique form for each instructional period.

4. It will be important for trainees to use the "skills" learned in the Life Skill Course and in previous teacher aide sessions, in order to make this portion of the training meaningful. Members will need to accept responsibility for self direction and for group support.

5. Trainees will need to give each other feedback as to the success of the various sessions and training methods. The question that the group needs to ask repeatedly will be Is What is Going on Here Helpful?

PHASE II
A. UTILIZE TEACHER AIDE SKILLS
TRAINEE REFERENCE

INSTRUCTIONAL OUTLINE

1. Material to be covered: _____

2. Method of instruction: _____

3. Instructional aids needed: _____

4. Instructional objective: _____

5. Measurement of learning: _____

Name/Date

PHASE II
A. UTILIZE TEACHER AIDE SKILLS
Trainee Reference

LEARNING ABOUT WHAT TO DO AS A TEACHER AIDE

1. Select the information to be taught and establish an objective.
   a. What do I want students to do as the result of the training?
   b. How will I measure if the students learned?
2. Select how the information can best be learned.
   a. Trial and error.
   b. Drill and repetition.
   c. Observation.
   d. Practice.
   e. Discussion.
   f. Other_____.
3. What is needed:
   a. Reading material as reference.
   b. Lecture with special skills.
   c. Movie that could give details.
   d. Tour to make observations.
   e. Demonstration of equipment.
   f. Equipment to practice with.
   g. Other_____.
4. Measurement of training.
   a. Can the information be used?
      i.e., can the projector be run; can a cut be bandaged; can a story be read; can a game be supervised; can a book be found; can a role be taken; etc.
   b. Will the information be used?

5. Mechanics of the instruction.

   a. How much time is needed to present the material.

   b. How much preparation is needed.

   c. Where and when will the instruction take place.

   d. How many trainees are needed to help with the instruction.

   e. Other_____

   _____.

TRAINING OUTLINE

1. Trainees will discuss "how" they can tell the differences between children. Trainees have already discussed "what" these differences are, but how did they know? Was it through their own childhood, their children, their neighbors' children? What makes a person say, "this child is different then that child"?

   a. What can be learned by comparing children?

   b. Should a teacher's aide keep a daily diary? Why, or why not?

   c. Where could a trainee find out what is normal behavior for a child?

2. Trainees will discuss the many things that influence the behavior of children.

   a. Does a well child behave like a sick child?

   b. If a family moves, does it affect a child?

   c. What if the father doesn't like his son? Or a mother doesn't like her daughter?

   d. How does a child behave if someone in the family dies?

Trainees will be able to come up with many examples in their own family lives. By sharing those examples, other trainees will have a better understanding of what they may expect in child behavior in the schools.

3. Parents have responsibilities to children, as children do to parents. Discuss what these are. As teachers' aides, the trainees will have responsibilities in the raising of many children. Discuss what these responsibilities are.

Newsletter

PHASE II
C.
Trainee Guide

TRAINING OUTLINE

1. Trainees will discuss what changes have taken place in education. Changes have taken place since the trainees' own parents were of school age. Trainees will know of changes in the demands of education in their own lives.

   a. How has education changed from what your parents had and needed?

   b. Do children today need more education than before?

   c. Does it take more education to get a good job?

   d. How many more schools are there today than years ago?

2. There are certain requirements in becoming a professional teacher. Trainees will discuss what these demands are. Trainees should contact local teachers to find what requirements they needed. Have a teacher come and talk to the group.

   a. How many years must a teacher attend school? Must he graduate?

   b. Does a teacher have to practice first, before being hired?

   c. What type of personality should a teacher have?

3. A relationship exists between the professional teacher and the school system. The trainees should discuss what this relationship is like. What should an ideal relationship between teacher and educational system be like?

   a. Should the school be like a parent to the teacher?

   b. How much help should the school give the teacher?

   c. Does the teacher need to be loyal to the educational system?

   d. Should a teacher make changes in the school system?

TRAINING OUTLINE

1. The teacher aide most of all works with children. Trainees have key talents that help them relate to children. List the talents that trainees have that will help them work with children.

2. Having talents is not enough for a specific skill job like being a teacher aide. Are trainees really committed to being a teacher aide? Trainees have been working with each other for some time; therefore they have information about each other. Rank order of the group as to commitment to learning to be a teacher aide.

3. Video tape the discussion that follows the ranking.

   a. What is going on here?

   b. How important is the information?

   c. What do we do with this information?

The trainees should give helpful feedback to other trainees.

Newsletter

PHASE II
D. USE POTENTIALS OF SELF
Trainee Work Sheet

RANKING ON COMMITMENT

1. In your training group, who is the most committed to learning how to be a teacher aide? Include yourself in the ranking.

most

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

least

2. What needs to be done by the group as the result of sharing this information on commitment?

TRAINING OUTLINE

1. The trainees will now discuss "how" a community affects its schools. A school reflects what a community is.

   a. Does the community demand good schools?

   b. Does the community have sufficient finances to support the school?

   c. Does the community use its finances for the schools?

   d. Does the community demand education for all age groups?

2. The trainees will develop what they believe a good support community should be. Make a list of all the things you think a community should do for its schools. How close does your own community come to this ideal? What improvements can be made?

3. Professional teachers are members of the community and members of the school. Trainees will discuss the role of the teacher in the Parent-School Organization.

NewStart

PHASE III
A. UTILIZE TEACHER AIDE SKILLS
Trainee Reference

MICRO TEACHING

The trainee, having been scheduled beforehand, would be prepared to present an eight to twelve minute lesson to his trainee group. The content of the lesson would be practical material needed by the teacher aide trainees. This brief presentation should have as its aim the teaching of a single, specific concept. It would be intended as a self-contained lesson and not simply the first few minutes of a longer segment.

As the trainee presents the lesson, his performance is recorded on video tape. At the conclusion of the lesson, fellow trainees complete forms evaluating the trainee's performance.

The trainee, instructor, and fellow trainees observe the playback of the video tape and comment freely on what they see. Specific suggestions for improvement are first made by the trainee himself, followed by group discussion.

Each trainee should have an opportunity to video tape one of his "class presentations" and receive feedback from the group.

MICRO TEACHING

Micro-Teaching evaluation of _____

What about group involvement?

Suggestions for improvement:

What about the reference and visual aids used?

Suggestions for improvement:

Observations and suggestions about:

poise mannerisms

eye contact voice

What about re-enforcement of trainee responses?

Suggestions:

What was the objective?

Was the objective achieved? Yes_____ No_____ Explain:

Additional comments:

TEACHERS' BELIEF

Develop a list of what trained feels that a teacher should believe.

eg. Expression of warmth toward the children

1.

2.

3.

4.

5.

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SASKATCHEWAN NEWSTART

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TEACHER AIDE TRAINING

Introduction

The instructor in the New Start Teacher Aide Program accepts a new type of instructor role. The Teacher Aide instructor will serve as a guide and a resource person rather than an information giver and typical classroom instructor. The instructor will share in the development of a learning group that will investigate, research, discuss, teach and learn. The instructor will not need to be one step ahead of the trainees in the book; rather, he will need to be ready to offer assistance to the group when called upon.

Inasmuch as the Teacher Aide instructors are coaches that have only a limited amount of training, they too will be learning with the trainees. They will need to meet with their instructor (supervisor) to learn more about group process and the Teacher Aide Program. Instructors will need to do research, and hold peer groups to perform their task of helping the trainee group progress.

Instructors will need to be familiar with the New Start Life Skills Curriculum and with the content material of the Teacher Aide Trainee Guide as well as the material in this Teacher and Instructor Guide.

A special process training course and materials are provided through the New Start Instructor Training Manual which is a one-week training course for instructors using New Start Curriculum.

The challenge of being on the growing edge of a new field should inspire instructors to perform beyond the expected. The training that is being developed [illegible] will have wide effects on the traditional instructional systems.

Training Outline

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Duties of Teacher Aide.	1. Discuss methods for collection of information on duties of teacher aides.	1. Identify teacher aide duties.
2. Duties and skills comparison.	2. Make committee assignments on data collection.	2. Learn how to collect meaningful information.
3. Reality test duties and skills needed to perform duties.	3. Make up duty list and identify skills needed to perform duties.	3. Use reality testing methods in data collection.
4. Information on duties for reference.	4. Discuss task assignment process and critique ability to work together.	4. Understand critique methods in task assignments.

I. Discuss and List Teachers' Duties.

The instructor should hold a group discussion as to what a teacher does during a school day. A list should be made and kept. The list may be divided into duties that are typically "housekeeping", those that are "clerical", and those that are "instructional".

II. Compare Duties and Skills Needed.

The instructor may use the above list as a basis for having trainees identify skills they already possess. Trainees can prove helpful in identifying these skills in each other. Have the trainees check the completed duties list as to the things they now can do. The instructor should positively reinforce trainees that they are already able to do many things.

III. Collect Information.

The trainees should discuss ways of obtaining information relative to a teacher's day. The group could form a committee to contact schools for visiting classrooms. Discuss how and what tasks may be assigned to different trainees.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Experience with children that points out similarities between children.	1. Group discussion on identification of similarities and differences of children.	1. Understand the differences and similarities of children.
2. Experiences with children that show differences between children.	2. Movie of children that demonstrates individual differences.	2. Talk openly about experiences with children.
3. Physical differences in children.	3. Make up list of typical characteristics of children.	3. Research information on differences of children.
4. Characteristics of children.	4. Review materials on children's characteristics.	4. Develop methods for data collection.

I. Discuss Similarities of Children.

If parents are members of the group, any discussion of children can prove to be a lively one. The instructor may use the blackboard to list similarities as they are described. Trainees should decide on one or two words as being descriptive. The trainees should make and keep their own lists of the similarities of children.

II. Discuss Differences of Children.

Children differ, even as adults differ. Trainees have already noted the differences among themselves, and may use these same differences as a basis to discuss the ways in which children differ. Lists should also be made, as above, keeping them short and descriptive.

The mental, physical, and emotional differences of children should all be discussed.

III. Show Movies.

The instructor should reinforce the knowledge that children differ by showing movies. A list of films may be obtained from local agencies and a film such as "Lord of the Flies" shown. Trainees may have home movies of their children that they would like to show.

After any film, a discussion and critique should be held.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Present understanding of concepts of education.	1. Discuss present understanding of concepts of education.	1. Understand the basic concepts of the educational process.
2. Compare present understanding of educational process with reference material on education.	2. Review reference material on education and compare with results of discussion on education.	2. Utilize basic education concepts in the training program.
3. Education as a tool.	3. Discuss how education is utilized to improve the community.	3. Appreciate the role of education in the community.
4. Modern education process.	4. Develop a list of basic educational concepts.	4. Design a reference list of educational concepts.
	5. Critique the group and discuss the role of this group in the training process.	5. Identify the role of the group in the training process.

I. Discuss Basic Concepts of Education.

The instructor should have trainees discuss concepts, or their ideas, on what they think education is all about.

A. Who should have an education?

B. Who should pay for education?

C. What should education do for a person? for a community? for a nation?

II. Review Reference Material.

The instructor should have trainees review reference material and relate it to their views on what education is all about. How do the trainees'

views compare with those in the reference material? What would the trainees change?

III. Make List of Educational Concepts.

Trainees should make a list of their own basic educational concepts. The instructor should serve as the reality tester as to whether these may be valid, or reasonable.

IV. Discuss Community Application.

Hold a discussion on the ways in which a community may, or may not, benefit by the education of its members.

V. Discuss.

The instructor should now give pause and direct discussion as to what the trainees as a group have been doing.

A. How have we functioned as a group?

B. Has our training been effective?

C. Are members cooperating for mutual benefit?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Individual contributions to the job.	1. Develop an inventory of talents that would contribute to being a teacher aide.	1. Appreciate personal talents that would contribute to being a teacher aide.
2. Talent profile.		
3. Contribution of personality as teacher aides.	2. Discuss the role of personality as it relates to being a teacher aide.	2. Understand the role that personality plays in being a teacher aide.
4. Inventory of talents and characteristics.	3. Make up a list of admired characteristics and talents that would help a trainee to be a teacher aide.	3. Relates present skills and talents to those needed as a teacher aide.
5. Bringing personality to the job.		
	4. Make up a talent profile that would indicate talents trainees could contribute to being a teacher aide.	

1. Discuss Talents.

The instructor should have trainees discuss talents and what they are. Guide the discussion around talents as natural abilities that can be cultivated or improved upon.

A. What talents, abilities, will be of help to a teacher aide?

B. What talents can be improved to help in being a teacher aide?

C. What talents will be improved by being a teacher aide?

II. Discuss Personality Characteristics.

The instructor should have trainees discuss personality characteristics and what they are. A characteristic is a distinguishing feature, and makes a person uniquely himself.

A. May personality characteristics be both physical and non-physical?

B. What characteristics will help a teacher aide?

III. List Talents and Personality Characteristics.

The instructor will find that the discussion of both talents and personality characteristics will overlap. Have trainees make up a list, combining both, which would represent an ideal teacher aide. Have trainees include in the list all those traits that they could admire in a teacher aide.

IV. Make Talent Profile.

Using the above list as a guide, have trainees make up their own Personality Profile. The instructor should be positive in reinforcing trainees in the talents they do have. Encourage trainees to reinforce each other as to abilities.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Past experiences in school. 2. The relationship of school and community. 3. Cultural sets in educational systems. 4. Parent-child-community-school relationships.	1. Group discussion regarding past experiences with schools and school personnel. 2. List the probable relationships that exist between the school and the community. 3. Discuss and investigate methods to research the relationship between the community and the school. 4. Carry on research to determine the relationship that exists between the school and the community. 5. Discuss the cultural variations as to how certain families see the school.	1. Understand the impact of the school on the community. 2. Appreciate the need for community and school relationship. 3. Develop an understanding of cultural influences that affect how families relate to school systems.

I. Discuss Past School Experiences.

The instructor should have trainees discuss their past relationships with community schools. This may be either as a student or as a parent of a student.

A. Have trainees ever been asked, by school personnel, to visit the schools?

B. Have trainees ever attended open house at school?

C. Were trainees ever asked to school about a discipline problem of their child?

D. When trainees were at the school, how did the personnel treat them?

E. Were trainees satisfied with treatment by local school personnel?

II. List School-Community Relationship.

The instructor should have trainees make a list of what they think the relationships are between school and community.

A. Who gives out information regarding school activities?

B. Who contacts the parents regarding their children, and how is it done?

C. Is there an organization including both school personnel and parents? Does it meet regularly?

D. What are the names of the school officials?

III. Do Research Into School-Community Relationships.

The instructor may use the above list as a starting point to research the relationships that exist between school and community. Trainees should decide among themselves who will visit such persons and organizations as the school board, the principal, the parent-school group, the superintendent, etc. After research and visiting, trainees should report their findings to the group and discuss them.

IV. Discuss Cultural Variations.

The instructor should have the group discuss the differences in the way certain families view the school. Is there a difference in the way persons of different cultures accept the schools? Do all cultures place an equal value on education?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Design training methods. 2. Develop training outline. 3. Select content material. 4. Teacher aide specific skills.	1. Develop a training outline to match the specific skills needed by teacher aides: a. Methods of instructor. b. Items to be included. c. Depth of understanding needed. 2. Make committee or trainee assignments. 3. Group discussion on individual ability to learn. 4. Ranking on skills needed by teacher aides.	1. Accept responsibility for training. 2. Design training course in teacher aide skills. 3. Work as a group to learn teacher aide skills. 4. Accept feedback on what individual skills are needed.

I. The Trainees Develop a Training Course.

The trainees should develop their own training subjects and course. As the result of their identification of the skills needed by a teacher aide, the trainees should now know in what areas they need instruction. The trainees should go over the list of skills, and rank items from the most important to the least important that need to be learned.

II. Organize Committees.

The trainees may develop committees to teach each other the skills needed. When outside instruction or help is needed, the trainees can be supported by the instructor as to identification of specialist.

III. Prepare to Learn.

The trainees need to see themselves as ready to teach and learn. Following the ranking, discuss with the trainees the importance of willingness to learn.

A. Are the trainees ready to learn?

B. Are the trainees ready to teach each other?

C. What is their feeling about the ranking?

IV. Outline the Training Material.

A complete outline should be developed, which would include all the material and skills for the technical education of the teacher aide. This outline should be based upon the data collected by the trainees and their ranking as to importance.

If possible, a teacher aide could be called upon to reality test the outline.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Recognize individual differences in children. 2. Respect individual differences in children. 3. Utilize individual difference information on observing children. 4. Criteria for measurement.	1. Develop a method for identification of individual differences in children. a. What can be observed. b. What can be measured. c. What is the environment needed for observation. 2. Discuss the influences that affect the behavior of children. 3. Discuss the responsibilities that are associated with the raising of children.	1. Recognize and respect individual differences. 2. Understand the difficulty of being a parent. 3. Understand the environmental influences on children. 4. Develop methods and techniques for observing children.

I. Develop Method of Identification.

Trainees have already discussed "what" the similarities and differences of children are. The instructor should now have trainees discuss "how" they will tell the differences in children, when the trainees are teacher aides. Have trainees discuss what knowledge they already possess as a basis for identifying differences. Examples: their own childhood; their own children; friends and neighbors children, etc.

A. What can be learned by observation?

B. What can be learned by comparison?

C. Would it be helpful to keep a daily diary? why? or why not?

D. What is available as resource? (such as child guidance books)

II. Discuss Behavioral Influences.

The instructor should have the trainees discuss what influences the behavior of children. Numerous things will come to mind.

Examples: environment, health, brothers and sisters, mother love, father love, death of family member, moving, rivalry, talents, etc. etc.

III. Discuss Responsibilities in Raising Children.

All of the previous discussions concerning children may be used as a basis for the discussion by the trainees on parental responsibility.

A. What does a parent owe a child?

B. What does a child owe a parent?

C. What does a teacher owe a child?

D. What does a teacher aide owe a child?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The Educational background. 2. The Professional educator's experience. 3. The Professional educator and the Educational system. 4. The changing school system. 5. The challenge of education.	1. Discuss the progress of education, and why changes have occurred. 2. List the various experiences professional teachers go through before teaching. 3. Discuss the relationship between the professional teacher and the educational system.	1. Appreciate the struggle of education. 2. Understand the impact training has on the professional teacher. 3. Understand the difficulty of changing an educational system.

I. Discuss the Progress of Education.

A discussion should be held on how educational demands are different today than they were years ago. Trainees may provide examples from their own lives, in relation to job demands.

A. Do trainees need more education today than their parents did?

B. Do trainees want their children to have more education than they had? Why?

C. Do jobs today demand more education?

D. Are there more schools today than years ago?

II. List Professional Requirements for Teachers.

The instructor should have trainees discuss and list what it takes to be a teacher. The instructor could have a teacher as a resource person to tell the group about his or her requirements to be a teacher.

A. How much schooling must a teacher have?

B. Does a teacher practice teaching before doing it as an expert?

C. What personality requirements must a teacher have?

III. Discuss Teacher-School Relationship.

Trainees may not have given much thought, before this, about what the relationship should be between teacher and school. Have trainees discuss what they think an ideal teacher-school relationship should be.

A. Should the educational setup act as a parent figure to the teacher?

B. How much help should the teacher expect?

C. Should the teacher be loyal to the educational system?

D. Should the teacher make any changes in the educational system?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Using talents.	1. List the various talents that are used in dealing with children.	1. Commitment to improving talents that relate to the job of being a teacher aide.
Development of present talents that would help on the job as a teacher aide.	2. Work out a plan for developing present talents needed for working with children.	2. Use present talents to help other trainees learn new skills.
	3. The Group commitment to talent development.	3. Identify talents and qualities that could be used in working as a teacher aide.

I. Using talents with children.

The particular talents of trainees in working with children may be their most important talent. Trainees can gain self-confidence by associating their present talents with those needed in working with children.

A. Problem solving skill.

B. Loving children.

C. Understanding children's needs.

D. Concern for child development.

The trainees should develop an in-depth list of skills they now have in dealing with children. What additional skills are needed? How do teachers increase skills?

II. Get a commitment.

Trainees need to make a commitment to the training program.

A. Willingness to learn.

B. Help others.

C. Stay in the program.

D. Apply self.

E. Other.

Rank order of the trainee group as to their commitment to the teacher aide training program. Discuss the ranking. This session could be video taped to help trainees see how they handle the ranking of commitment.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Conditions in the community that affect school operation.	1. Discuss the conditions in the community that could affect the operation of the school.	1. Understand the community impact on the school system.
2. Pressures in the community that affect school curriculum.	2. Develop a model of a community group that would support a good educational system.	2. Appreciate the teacher's role in the Parent-School Organization.
3. Parent organization's role in the school system.	3. Define the role of the professional teacher in the Parent organization of a school system.	3. Utilize information regarding Parent organization to relate to school, community organizations.

I. Discuss How Community Affects School.

The trainees have previously discussed the relationship between school and community. This discussion will probably already have overlapped into the "how and why" of the influences of the community on a school.

A. Does the community support its school?

B. Does the community have sufficient finances to support good schools?

C. Do those people without children give support to the school?

D. Does a transient population provide a good background for a good school?

II. Develop a Model Support Community.

The instructor should have trainees list all of those things which they believe a community should have, to support good schools. What should an ideal community do in order to support its schools?

III. The trainees should discuss the role of the professional teacher in the Parent-School organization. Trainees should invite resource personnel to speak to the group -- such as an officer in the organization, a teacher, a member of the school board.

NewStart

PHASE III
A. UTILIZE
TEACHER AIDE
SKILLS
Instructor Guide

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Variation in skill development.	1. Develop an inventory of skills each trainee needs to improve.	1. Be able to develop measuring tools to determine progress.
2. Skills and motivation.	2. Develop a measuring tool for each of the skills needed, to provide trainees a method of following progress.	2. Associate learning with teaching.
3. Identification of skills needed. 4. Skill Bank Inventory.	3. Make up a list of the skills trainees have that match those needed on the job.	3. Accept responsibility for helping others to learn.
5. Emphasis on use of learned skills.	4. Discuss how trainees can help each other learn new skills by using the committee process.	

I. Develop Skills.

The instructor should serve as the reality tester for the trainee input of material. The trainee will need to be confronted regarding his course input. To develop skill in the trainee, the trainee needs to know when he is doing well or poorly. The Instructor can direct the trainees to give feedback after each session.

II. Organize.

The trainees may have difficulty in organizing the training course. The instructor, by calling in outside help in the organization of the course, will support learning by helping when helping is also teaching.

III. Keep the Group on Schedule.

As the course is developed the instructor will need to keep the course moving. Trainees may not be able to keep up with the schedule they have planned.

The instructor should check with students and committee to make sure they will be ready when it is their turn.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The problems children bring to school.	1. Discuss the problems children may have in the school system.	1. Observe children, in order to develop techniques for making predictions.
2. The Problem and Observation.	2. Develop a list and observation form for noting children's behavior.	2. Develop skills in observation.
3. Emotional and Behavior problems affect the school program.	3. Visit a school and note children's behavior.	3. Understand behavior variations of children.
4. Identification of symptoms.		
5. The association of children and stress.	4. Report on observation and note variations and changes.	

- -

I. Discuss Problems of School Children.

Children do not all adjust to school in the same way, nor do all adjust to school. The instructor should have trainees discuss what the problems are that children may have in school. Are there things that are problems to some children and not to others? Discuss both physical and non-physical problems.

II. Develop Observation Form.

Have trainees list what they believe to be problem behavior in children. How do different children respond to different problem situations? Could one teacher consider certain behavior a problem and another teacher not consider it a problem?

III. Note School Children's Behavior.

While on a visit to a school have trainees observe children as to possible problem behavior. Trainees should use the observation sheet to check the behavior of a child. The instructor could have two or more trainees check the behavior of the same

child and compare their observations later.

Group discussions as to findings should follow all class visitations. The instructor should have trainees discuss whether they agree on certain behavior being a problem.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Typical elementary school organization. 2. Design of elementary school. 3. Expectations of professional teachers of teacher aides. 4. Teaching mechanics.	1. Analyze a typical elementary school in terms of organization and function. 2. Design a floor plan for a typical elementary school. 3. Have a vignette on the expectations which professional teachers have of teacher aides. 4. List the support services necessary for a teacher in the classroom.	1. Understand how professional teachers will view teacher aides. 2. Appreciate the support the school offers to the classroom teacher. 3. Cope with the school organization as it relates to being a teacher aide. 4. Develop skills in working with professional teachers.

I. Analyze a School as to Organization and Function.

Not all schools are alike, and they will differ in organization and function. The instructor should have the trainees discuss and analyze what they believe to be a typical elementary school. Have the trainees make an organization chart of school personnel, including school board, principal, teachers, school nurses, janitor, librarians, etc.

Make a list of the functions of all the personnel that are needed in this typical school. What are their principal duties within the school setup?

II. Make Rough Sketch of School Floor Plan.

The trainees should already have visited several schools and would have an idea of the rooms used in the school. The instructor should have trainees make a rough sketch of what a floor plan of a school should be like. Have

them use either blackboard or use individual sketches. The trainees may use the above list of school functions as to what is needed in a school floor plan.

III. Vignette on Teacher Aide Expectations.

The instructor should follow the form for Vignette in the Life Skills Curriculum. The instructor should use professional teachers along with the trainees.

A. What does the teacher expect of the aide?

B. What does the aide expect of the teacher?

IV. List Support Services.

The instructor should have trainees list the neccessary support services that a professional teacher needs in order to give good classroom performance.

Example: clerical, administrative, health, financial, library.

NewStart

TRAINING OUTLINE

PHASE III
D. USE POTENTIALS OF SELF EFFECTIVELY
Instructor Guide

CONTENT	PROCESS	OBJECTIVES
1. Micro teaching with video tape. 2. The trainee contributes to instruction. 3. Content and process of training. 4. Awareness of instructor impact.	1. Trainee presents information on skills needed by Teacher Aide. (Video-taped). 2. Trainees critique each other's class demonstrations. 3. Trainees develop criteria for critique. 4. Discuss the impact of the instructor on the class.	1. Learn to use video tape. 2. Give and receive feedback on teaching technique. 3. Develop confidence in working in the classroom. 4. Develop critique skills.

I. Video taping of Trainees' Presentation.

The instructor will have each trainee give a presentation before the group. The trainee may use various topics as outlined in Phase I. These presentations should be video taped by another trainee for playback.

II. Critique of Presentation.

The video tape of trainees' presentations will be played back. Trainees will critique each others' group presentations. These trainee presentations and the critique are done to help the trainee develop skill and confidence in himself in the classroom. Trainees will find that they will develop a skill in doing a a critique of one another.

III. Discuss Instructor Impact.

The instructor by now has progressed far enough to benefit from a discussion of his part in the group. The instructor should encourage trainees to discuss how they feel about him as an instructor. This discussion should be followed by one

of how the trainees think that they, as teachers' aides, will be seen by the students. The instructor should encourage open discussion.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Changes made in the school system as the result of community action.	1. Discuss the changes made in the school system as the result of parent pressure.	1. Understand individual influences on the school system.
2. Community responsibility for education.	2. Discuss the trainees' past participation in school-related groups.	2. Develop roles that would support the school system.
3. Role of the teacher aide in the traditional school system and his relationship to the community.	3. List all the supportive roles the teacher aide may take in the community.	3. Understand the feelings of parents towards the school system.
4. The task of the teacher aide in relating to community parents.	4. Discuss the parent-expectations of the teacher aides.	4. Trainees are concerned about how parents see the school system.
	5. Discuss the teacher aide expectation of the parent.	

I. Discuss Effect of Parent Pressure.

The instructor should have trainees discuss the influence of parental pressure on the school. Trainees may have participated in making changes in the school. What things could be changed as a result of parents' wishes?

A. Could course content be changed ?

B. Could new school building be gotten?

C. Could salaries be raised?

D. Could grade reporting system be changed?

Where would parents have to exert pressure in order to make their wishes known? Would it be to the school board? The principal? The parent-school organization?

II. Teacher Aide in the Community.

The trainees should discuss how much they should participate, as teacher aides, in school and community groups. What organizations, if any, should they attend? The teacher's aide will have direct contact with children during many hours of the day. How much contact should the teacher's aide have with the parents in a school-parent organization?

III. Discuss Parent Expectation.

The parent has certain expectations of each person that has any responsibility for his or her child. The instructor should have the trainees discuss what a parent will probably expect of a teacher's aide, and what a parent has a right to expect.

a. Should the parent expect a teacher's aide to give his child fair treatment?

b. Should the parent expect the aide to give love to his child?

c. Should the parent expect the aide to help his child learn?

d. Should the parent expect the aide to use good language around his child?

The instructor should also have the trainees discuss what they expect of the parent. The same questions may be reworded and asked by the aide of the parent.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The work of the teacher aide.	1. Trainees teach each other teacher aide skills.	1. Utilize skills needed by teacher aides.
2. The process of instruction.	2. Trainees use resource people as necessary for instruction.	2. Test teaching techniques.
3. Learning and tools for teaching.	3. Trainees reality test their ability to give and receive instruction.	3. Work as a group to teach each other skills.
4. Utilizing tools for learning.	4. Trainees develop methods for transfering and utilizing information.	4. Use good teaching techniques.
		5. Learn how to use resource people in instruction.

I. Continue Training Teacher Aides.

As the course continues, the students should accept more and more responsibility for their training. The instructor should give little support. When failures do occur, the instructor should point out what would happen if they were in school as a teacher aide.

II. Use Resources.

The instructor should help trainees identify technical assistance that could help them with training (i.e., school nurse that could instruct in school first aid; legal and physical assistance program). These

courses may need to be held at night for the convenience of the instructor. Help trainees be creative in their instruction methods by asking "is this the best method of presenting this material?".

III. Use What is Taught.

The instructor will need to provide opportunities for trainees to use what they are being taught. When possible, trainees should be used in other NewStart groups as an aide or instructor on specific material.

IV. Develop On the Job Training.

The most important learning will take place when the trainee has the opportunity to practice what he is learning. Develop "on-the-job training programs" for as many trainees as possible. These need not be in a public school (although it is best), but explore other possibilities.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Behavior change and modification.	1. List children's behavior that would need modification.	1. Understand the problems of children.
2. The concept of discipline.	2. List methods of modification.	2. Develop methods of coping with children's behavior problems.
3. Motivation and behavior.	3. Discuss the role of motivation in changing behavior.	3. Utilize information and skills in dealing with children with problems.
4. Observation, program, and change.	4. Discuss loving children and not liking behavior.	4. Develop a background for understanding needs of children.
	5. Develop a list of possible encounters with children as behavior problems and what could be done.	

I. List Behavior Needing Change.

As trainees continue to observe children, they will become more skilled in noting behaviorial differences. The instructor should have the trainees now discuss which types of behavior they think should be modified or changed. Do all trainees agree as to which types of behavior should be changed?

II. List Methods of Changing Behavior.

We have all at some time tried to change the behavior of another person. Have trainees discuss ways in which they have tried to change or modify another person's behavior. How successful were the trainees in making any change?

Examples:

A. Changing behavior by using discipline.

B. Changing behavior by using suggestion.

C. Changing behavior by using involvement in different situations.

D. Changing behavior by example.

III. Discuss Motivation.

The instructor should have the trainees discuss the role of motivation in changing behavior. What makes a person change? What makes a person want to change? Is it possible for a person to change without becoming involved as a participant in the action? Is it possible to change behavior without wanting to change?

IV. Discuss "Love" and "Like".

The trainees should discuss whether there is a difference between "loving" and "liking". Is it possible to both love and not like a person at the same time? Trainees should ask themselves the question if they could, as teachers' aides, love a child while at the same time not like the child's behavior. Would it be more helpful to the child if the child is loved in spite of his behavior?

The instructor should have trainees give examples from their own lives, or from the observation of children, in which they have loved a child but not liked what the child was doing. Have trainees discuss what could have been done, during situations that they describe, to have changed the child's behavior.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. The School System. 2. Relationship of grades and systems of school. 3. The educational organization, function, and methods. 4. Coordi Education.	1. Discuss with School Administration the organization of the school system. 2. Visit various schools to learn about the system of education. 3. Research and report on the educational system; local to national, private and public. 4. Design an education system that would fill the needs of the community.	1. Understand the complex nature of the school system. 2. Utilize research methods. 3. Appreciate the role of the school administration.

I. Discuss Organization of the School System.

The instructor should have trainees obtain an organizational chart of the school system, listing schools from the local to the national level, including both public and private schools. Have a resource person, such as a school administrator, visit the group and tell about the organization. How many schools are included in one district, or are all in one district? What are the different divisions, and what are they called?

II. Visit Various Schools.

The instructor should have trainees arrange to visit various schools within their district. All the various levels of schooling should be covered, including any nursery schools, colleges, or adult education classes. Trainees should report back to the group and discuss their findings. Were any private or parochial schools included? Are they given the same ratings as the public schools?

III. Design Educational System.

The trainees should have thoroughly researched the existing school system before designing one of their own. Using the information obtained, the trainees should design a school system of their choosing. What would they add to the already existing school system? Are there schools or classes that are no longer needed?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVES
1. Being a teacher. 2. Awareness of impact on children. 3. Giving and receiving feedback. 4. The magic of service	1. Rank the group as to learning most to learning least about being a teacher aide. 2. Discuss the ranking and how members need to change. 3. Role-play situations regarding children: Teacher aide encounters and Videotape for feedback. 4. Discuss why being a teacher aide is important. 5. Rank members on most dedicated to being a teacher aide to least dedicated.	1. Make assessment of training gains. 2. Relate effectively to group members. 3. Understand impact of children during stress situations. 4. Reality test dedication to being a teacher-aide.

I. Rank Group for Learning.

The instructor will now have the trainees rank each other as to who has learned the most about being a teacher's aide, to those who have learned the least. After any ranking a discussion should be held about the ranking. The instructor should encourage the trainees to talk about how they need to change, and what they will do about it.

II. Role Play Child-Teacher Aide Encounters

The instructor should have trainees role play encounter situations between child and teacher aide. These may be situations as discussed previously, or ones the trainees may have observed while visiting classrooms.

. Examples: Student has been fighting on the playground and the teacher's

aide is questioning the child as to why.

- A child refuses to pick up his tray in the lunch-room, and is requested to do so by the teacher's aide.

Role-playing should be video taped for feedback.

III. Discuss Importance of Teacher Aide.

Have trainees discuss why being a teacher's aide is important.

A. Does it give a purpose to life?

B. Does it give a dignity to life?

C. Is it rewarding?

D. Do you give service to your community?

IV. Rank Group for Dedication.

The instructor will have trainees rank each other as to who is the most dedicated to being a teacher aide down to the trainee who is least dedicated. Have trainees discuss the ranking and how they feel about it. Discuss how action is related to dedication. Was the trainee who was rated highest in dedication also the person who participated the most? Does a dedicated person always become actively involved?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVE
1. The Non-participant view of education.	1. Design a questionnaire for community members who are not related to the school system.	1. Understand importance of involvement in learning and support.
2. The Community Meeting.	2. Research views of community members regarding present school system.	2. Utilize Research to plan programs.
3. Concept of Non-support.	3. Design a meeting observation form for a community meeting.	3. Understand variations in the role of the teacher aide.
4. Analyzing Meetings.	4. Visit a community group.	4. Work with community groups.
	5. Report to the Training Group on observation of Community Meeting.	

I. Design Questionnaire.

A community may have many members who are not actively involved in its school system in any way. The trainees should develop a questionnaire that they could use for information regarding the interests of these people in the school system. Are the non-participants interested in the school system, and if so, how much? Do the non-participants feel that they should help pay for the local school system? Many more questions should be developed on the questionnaire.

II. Research Community Views.

The trainees should use their completed questionnaire on the views of non-participants in the school system. The instructor should have trainees

question members of the community, or perhaps some of their friends and relatives who are non-participants. The trainees should report their findings back to the group.

a. How do the views of others compare with their own as teacher aides?

b. Are the views of others similar to the views the trainees held at the beginning of this course?

III. Design Meeting Observation Form.

The instructor should have trainees develop an observation form to be used when attending meetings. What items should be observed during a meeting? Attendance, interest, purpose, purpose accomplished, etc.

IV. Attend Meeting.

Trainees should visit a community group and use the observation form they have developed. Any group meeting in the community will serve the purpose, such as a Rotary, City Council, Hospital Board, etc. The trainees should report their observations to the group.

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVE
1. Practice teacher aide skills.	1. Practice teacher aide skill in actual classroom and school.	1. Develop confidence in being a teacher aide.
2. Use skills to increase skills.	2. Practice teacher aide skills in simulated situations.	2. Predict situations that teacher aides might encounter.
3. Critique teacher Aide skills.	3. Critique skills on the job.	3. Prepare for situations that teacher aides might encounter.
4. Be prepared to start.	4. Simulate job interviews and other encounter situations.	4. Be ready for job interviews.
5. Assist each other to achieve competence.	5. Rank and Rate competence in teacher aide skills.	5. Increase skills in areas where needed.

I. Develop Job Practice Situations.

Trainees need to practice their skills in job situations. Trainees need the opportunity to be in schools and serve as teacher aides. Trainees should be placed in schools for a few days, and then have an opportunity to compare their experiences with other trainees. Observation and Work Sheets should be developed to help the trainee improve his skill.

II. Develop Confidence.

Trainees need to feel like they can really be of help as a teacher aide. When the trainee has a chance to practice and then be helped by fellow trainees and by the teacher aide instructor, he will not be under the threat of being "alone" in class.

III. Discuss Experience.

Trainee should discuss what experience in the class means to him or her.

A. What additional training is needed?

B. What training was most important?

C. How did this experience help?

An open discussion should help the trainee become more confident in his job.

IV. Rank and Rate.

As the results of the classroom experience, rank which skills are the trainees most comfortable with, and which ones are best used by the trainees.

V. Continue On The Job Training.

The more practice the trainee has, the more comfortable he will be when he gets to work. To provide for comfort the classroom experience needs to be associated with support from the New Start Training. Group discussion, instructor follow-up in the school, and observation critique can provide for support of the trainee before he is in the real job situation.

VI. Learn How to Be Interviewed.

Each trainee school experiences a job interview before an actual interview is arranged. Simulate an entire interview starting with making an application and concluding with a rejection or acceptance. Use video tape to help the trainee see how he is seen by the interviewer.

A. Does the trainee look and talk like a teacher aide?

B. Would the trainee now hire himself as a teacher aide?

I. Outline a Typical Children's Day at School From the Point of View of the Children

Make up a list of a typical day at school (activities).

A. Leisure time.

B. Study time.

C. Association with the teacher.

D. Association with other children.

What is school really like as far as the children are concerned? Talk to children to get their point of view.

II. Outline a Typical Day Out of School for Children.

Make a list of the various non-school learning and leisure children engage in, from the child's point of view.

A. What does having this information mean to the trainee?

B. How can listing what a child does help a teacher aide?

C. What is being learned here?

III. Discuss Children's Expectations.

What do children really expect out of life?

A. What do children expect of parents?

B. What do children expect of teachers?

C. What do children expect of teacher aides?

IV. Work with Children.

Trainees should experience children in a number of situations -- at school, in the community, private schools, playgrounds, churches, as well as in homes.

A. How is this information helpful?

B. What is the trainee learning?

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVE
1. The School Staff relationship.	1. Role play a typical school staff meeting.	1. Understand the roles of school staff members in meetings.
2. The expected staff roles in school situations.	2. Identify various roles school staff assume during staff meetings.	2. Identify the teacher aide role in associating with school staff.
3. Working with others.	3. Attend a school staff meeting and discuss what took place.	3. Accept responsibility for being a teacher aide.
4. Motivation in work.	4. Discuss the role of the teacher aide as a functioning member of a school staff.	
	5. Rank order the trainees as to who is the most motivated to be a teacher aide and who is least motivated.	
	6. Discuss the ranking.	

I. Role-play a School Staff-Meeting.

Assign roles as to function of members of a school staff (principal, teachers, secretaries, etc.)

A. Outline a problem that could be discussed during a typical staff meeting. (There is too much food being wasted in cafeteria).

B. Use video tape to focus on roles members played as to function and process.

C. Did staff members also assume roles as group members as well as staff members?

II. Attend a School Staff Meeting.

The instructor should try to arrange for members of his group to attend a school

staff meeting. Make up an observation sheet before the meeting and discuss "what happens" with the trainees after the meeting..

III. Discuss the Trainee's Role in the Staff-Meeting.

The instructor should reality-test how the trainee will behave in school staff meetings as well as in other staff relationships.

A. What will be the expected role of the teacher aide in the school staff meeting?

B. What will be the expected role of the teacher aide in other staff relationships?

IV. Rank Order on Motivation.

Trainees need to feel and understand the importance of motivation to succeed. The trainees should rank order on motivation to be a teacher aide. Following the ranking discuss what the ranking means and what should be done.

D. USE POTENTIALS OF SELF

TRAINING OUTLINE

CONTENT	PROCESS	OBJECTIVE
1. Plan for future.	1. Develop a plan for getting a job as a teacher aide.	1. Realize need for continuing education.
2. Variation of Goal.	2. Develop a list of jobs that are similar in scope to a teacher aide.	2. Discover additional opportunities for placement.
3. Employment	3. Design a plan for continuing education and training as a teacher aide.	3. Assessment of conditions for succeeding as a teacher aide.
4. Assess future.	4. Establish short-term educational goals.	4. Plan productive future.
	5. Force Field Analysis of conditions for and against succeeding as a teacher aide.	

I. Trainees Plan Future.

What does the future hold for the trainee? How can he get a job as a teacher aide? These questions will need the support of the New-Start Placement staff. The on-the-job training program could lead to employment. But what other contacts could be utilized for employment?

II. Plan Alternatives.

The trainees will need to have other jobs developed that they could work at using teacher aide skills. The instructor should help trainees develop a list of jobs by calling in other placement specialists.

A. What jobs are similar in scope to a teacher aide?

B. Is having the skill of a teacher aide helpful in getting jobs outside of the teaching field?

C. Is confidence in oneself helpful?

III. Plan Education.

Trainees need to improve their own education. Trainees should establish educational goals for themselves. Trainees should select courses that would help them increase their skills.

A. Where is additional education available?

B. How will additional training help?

C. What does the trainee need to do to succeed?

IV. Force Field Analysis.

Trainees should continue to reality-test being a teacher aide. Develop a Force Field Analysis of conditions for succeeding as a teacher aide and against succeeding as a teacher aide.

A. What needs to be done as the result of the analysis?

B. What conditions can be changed?

C. How can the trainees control conditions for the future?

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PHASE ...
A. UTILIZE SCHOOL
AIDE SKILLS

INVENTORY OF SKILLS

Skills each trainee needs to improve.

eg. I should keep an open mind and be willing to change my opinions.

1.

2.

3.

4.

5.

6.

TRAINING OUTLINE

1. Children all react to school in different ways. Some reactions will be considered good and others as a problem. Trainees will discuss what in the school system may be problems to the child. Discuss things that are both physical and non-physical.

2. Trainees should develop an observation form to use for noting children's behavior. The accompanying examples may be used for the whole class or for the individual child. The trainee should develop a form of his own, adding other types of behavior he may have noted. Would certain types of behavior be considered a problem to one teacher and not to another?

3. Trainees will visit a classroom and note the behavior of different children in the classroom. The trainee will observe the behavior of an individual child, one with problem behavior if possible.

   a. How did the child behave?

   b. How did the child react to the teacher?

   c. Did the child participate in group activity?

NewStart

PHASE III
B. RELATE EFFEC-
TIVELY WITH
CHILDREN
Trainee Work Sheet

BEHAVIOR VARIATION

I. List five emotional problems most frequently found among children:

1

2

3

4

5

II. List five behavior problems most frequently found among children:

1

2

3

4

5

III. List five behavior problems among children that a teacher aide is most likely to need to handle:

1

2

3

4

5

PHASE III
B. RELATE EFFECTIVELY WITH CHILDREN
Trainee

OBSERVATION FORM EXAMPLE

Observe one child at a time and fill out the form.

1. Relates to other children

1	2	3	4	5	6	7	8	
aggressive								passive
1	2	3	4	5	6	7	8	
warm								cold
1	2	3	4	5	6	7	8	
confident								unsure
1	2	3	4	5	6	7	8	
openly								guardedly
1	2	3	4	5	6	7	8	
possessively								detachedly

2. Uses time

1	2	3	4	5	6	7	8	
wisely								wastefully
1	2	3	4	5	6	7	8	
active								passive
1	2	3	4	5	6	7	8	
works								dreams

3. Works in the classroom

1	2	3	4	5	6	7	8	
productive								unproductive
1	2	3	4	5	6	7	8	
eager								disinterested
1	2	3	4	5	6	7	8	
attentive								distracted

4. On the playground

1 2 3 4 5 6 7 8
active passive

1 2 3 4 5 6 7 8
alone with others

1 2 3 4 5 6 7 8
cooperative difficult

General Observation

_____

_____

_____

_____

_____

NewStart

PHASE III
C. WORK HARMONIOUSLY WITH STAFF
Trainee Guide

TRAINING OUTLINE

1. The trainees will discuss and analyze what they believe to be a typical elementary school. Trainees will make an organizational chart, listing the personnel needed to run an efficient school: include such persons as the nurse, the librarian, the janitor. The trainees will then list the functions of each of the persons they have listed. What are the main duties of each person involved in the school?

2. The trainees have visited the schools, and will have noted the many different rooms. Trainees will be asked to develop a rough sketch of what the floor plan of a school should be. The above list of the school personnel and their functions will be helpful in deciding what is needed in the floor plan.

3. The trainees will be instructed in holding a vignette about expectations concerning teacher aides.

   a. What does the teacher expect of the aide?

   b. What does the aide expect of the teacher?

4. Trainees will list and discuss the Support Services that a professional teacher needs.

   Examples: Clerical, Administrative, Library, Health, Financial, etc.

NewStart

PHASE III
D. USE POTENTIALS OF SELF EFFECTIVELY
Trainee Guide

TRAINING OUTLINE

1. Each trainee will make a presentation before the group using any of the various topics as outlined in Phase I. These presentations will be video taped by trainees for playback.
2. Trainees will critique each other's demonstrations as seen on video tape playback. The trainee will develop skill in doing a critique. The presentation and critique are done to help the trainee gain skill and confidence in himself in the classroom.
3. The trainees will discuss how they feel about the role of the instructor in the group. The trainees will then discuss how they think they, as teachers' aides, will be seen by the students.

PHASE III
D. USE POTENTIALS OF SELF EFFECTIVELY
Trainee Worksheet

GROUP EVALUATION SHEET

Name _____

1. I found the training this week:

____ boring	____ difficult
____ interesting	____ easy
____ challenging	____ stimulating
____ confusing	____ disorganized
____ tense	____ relaxed

2. How much time is spent on unimportant matters or bull sessions?

1	2	3	4	5	6	7	8	9
None at all		¼ of the time		About half of the time		3/4 of the time		All of the time

3. How many people in your group were negative and hypercritical, interfering with group learning and development?_____

How many people in your group were positive and constructive, contributing to learning and development? _____

4. To what extent did you contribute?

1	2	3	4	5	6	7	8	9
Not at all				Moderately				A great deal

5. To what extent do you feel <u>included</u> in your group?

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

6. To what extent is the atmosphere in your group supportive (suggestions, comments, ideas, information, feedback, etc., are all offered to help and are received in the same way)?

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

7. How many participants listen, show respect for others' points of view? _____

How many do not? _____

8. To what extent do participants feel they can risk sharing their ideas and feelings with the group?

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

9. Does everyone have a chance to say what he thinks?

1	2	3	4	5	6	7	8	9
Never		Occasionally		Sometimes		Usually		Always

10. In respect to differences of opinion, the focus is on arriving at good solutions rather than on winning or losing.

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

11. How much do you feel you learned this week?

1	2	3	4	5	6	7	8	9
Nothing				A moderate amount				A great deal

12. How much do you feel you learned about yourself this week?

1	2	3	4	5	6	7	8	9
Nothing				A moderate amount				A great deal

13. The most important thing I learned was _____

_____

_____

14. What is preventing your group from developing as rapidly as it should? _____

_____

_____

15. What could you do to increase the value of the training for your group? _____

_____

_____

TRAINING OUTLINE

1. Trainees will discuss what effect, if any, that they believe parental pressure can bring to bear on a school. Perhaps some trainees may have been members of groups that brought about changes. What changes can parents or the community make on schools?

   a. Could studies be changed?

   b. Could a new school be built if needed?

   c. Could teachers' salaries be changed?

   d. Could grading or reporting be changed?

   Trainees will discuss where and how they could make their wishes known concerning the schools.

2. Trainees will discuss whether they should belong, as teachers' aides, to parent-school and community groups. Should teachers' aides attend the school functions regularly in order to meet parents of the children in their classes?

3. Trainees will discuss what parents have a right to expect of them as teachers' aides. Parents turn their children over to others to teach, for a large part of the day. What should they expect of those to whom they give this responsibility?

   a. Should the parent expect the teacher's aide to set a good example?

   b. Should the parent expect the aide to like or love his child?

   The Trainee should ask himself what he or she as a parent would expect of a teacher's aide. The trainee will also discuss what he or she as a teacher's aide should expect of a parent. The same questions that they ask as parents

PHASE IV
A. UTILIZE THE SKILLS OF TEACHER AIDE
Trainee Reference

ON THE JOB TRAINING

HOW DO I SEE MYSELF

Use of Terms

Perceptive: I observed and felt sensitive to many things on the job.

Interested: I liked the job. I would want to work at this job. I look forward to doing more.

Understanding: I had a good idea of what I was doing. I knew what was expected of me.

Capable: I felt confident in what I did.

Effective: I worked well with the population.

Creative: I came up with new ideas, I suggested new ways of doing things.

Helpful: I was of real assistance, I made them feel better.

Frustrated: I could not do what I wanted to do. I felt that I had been stopped.

Beneficial: I felt good about the experience. I was helped. I learned something.

Name_____

Date_____

Rate yourself according to the specific job.

Circle the number that best fits your performance on each item.

1.	1	2	3	4	5	6	7	8	9
	Not perceptive								Perceptive
2.	1	2	3	4	5	6	7	8	9
	Disinterested								Interested
3.	1	2	3	4	5	6	7	8	9
	Not Understanding								Understanding
4.	1	2	3	4	5	6	7	8	9
	Uncapable								Capable
5.	1	2	3	4	5	6	7	8	9
	Not effective with trainees								Effective with trainees
6.	1	2	3	4	5	6	7	8	9
	Not effective with staff								Effective with staff
7.	1	2	3	4	5	6	7	8	9
	Not creative								Creative
8.	1	2	3	4	5	6	7	8	9
	Not helpful to trainees								Helpful to trainees
9.	1	2	3	4	5	6	7	8	9
	Not frustrated in doing task								Frustrated in doing task
10.	1	2	3	4	5	6	7	8	9
	Not a beneficial experience								Beneficial experience

MEDIA FOR ASSESSMENT OF SOME OBJECTIVES

Objectives	Assessment Media
1. Knowledge of facts, concepts, etc.	Written test
2. Laboratory skills	Performance test and product evaluation
3. Diagnosis of academic deficiencies	Interview and diagnostic instruments (electrical, mechanical)
4. Achievement in the Arts, Handicrafts, projects	Product evaluation
5. Background and previous achievements	School Record File
6. Achievement in general classroom activities	Classroom observation, classroom recitation
7. Attitudes	Questionnaire or interview
8. Aptitudes	Teacher observation, aptitude tests, interpretation of achievement tests
9. Independent activities	Essays, reports, logs of activities
10. Extra-Curricular Activities	Reports of extra-curricular

MEETING OBSERVATION EXAMPLE

1. What was the overall purpose of the meeting:

   ____ a. Understand problems of school.

   ____ b. Understand problems of the community.

   ____ c. Solve problems of the school.

   ____ d. Solve problems of the community.

   ____ e. Give information on the school.

   ____ f. Give information on the community.

   ____ g. Other _____.

2. Who planned the meeting:

   ____ a. School administrator.

   ____ b. Government representatives.

   ____ c. Community leaders.

   ____ d. Others _____.

3. Was the purpose achieved?

   1 2 3 4 5 6 7 8

   to no extent to some extent to full extent

4. Was there participation:

   ____ a. Meeting leaders did all the talking.

   ____ b. Members of the audience did some of the talking.

   ____ c. Equal talking by audience and meeting leaders.

   ____ d. Meeting leaders let the audience do most of the talking.

5. How did the meeting function:

   a. Audience and leaders shared information.

____ b. Audience and leaders solved problems together.

____ c. Leaders gave solutions to problems to the audience for approval.

____ d. Other _____

_____

6. Will there be changes as a result of the meeting:

____ a. Audience will be more supportive due to the meeting.

____ b. Audience will not change as the result of the meeting.

____ c. The community or school leaders will change as the result of the meeting.

____ d. There will be no change as the result of the meeting.

____ e. Other _____

_____

General Comments : _____

_____

_____

_____

TRAINING OUTLINE

1. By observing children at home and at school, trainees are becoming skilled at noting behavioral differences. Trainees will discuss what types of behavior in children they feel should be changed. Should a child's basic nature be changed? Do all trainees agree on what behavior should be changed?

2. Everyone has occasionally tried to change the behavior of another person. Perhaps it was a sister or brother's behavior we tried to change, or a child's, or a husband's or wife's. Trainees will discuss and list ways in which they may have tried to change, or modify, another person's behavior. How successful were the attempts at change?

   a. Was behavior changed by using force?

   b. Was behavior changed by using suggestion?

   c. Was behavior changed by using a change of occupation?

   d. Was behavior changed by setting an example?

   e. Was behavior changed by giving rewards?

3. Trainees will discuss motivation in changing behavior. What makes a person, or child, want to change his behavior? Can a person change his behavior unless he actually wants to? How can a teacher's aide help a child to want to change his behavior -- in other words, to motivate his change?

4. The trainees will discuss whether there is a difference between "love" and "like". Is it possible to love a child and not like him at the same time? Is it possible for a teacher's aide to love all the children in a class? Will a child change more rapidly if he is loved in spite of his bad behavior? What examples can the trainee give when he loved a person or child, but did not

like his behavior? What would the trainee do, in situations described, to change the behavior?

TRAINING OUTLINE

1. The trainees will obtain lists of the various schools within their own school system. These lists should include all levels from local to national, both public and private. A resource person, such as an administrator, will be asked to tell trainees about the organization of the school system. What are the different levels and divisions in the school system?
2. Trainees should visit schools of different levels within their district, including any nursery schools, colleges, or adult education classes. The trainee should report his findings to the group.
3. After completing the visiting and listing of schools, the trainees will design a school system of their own. Use the information gathered as a basis for the design. What schools should be added? Are any more colleges needed? Are there enough nursery schools for working mothers? Are there any schools or classes which should be dropped?

NewStart

PHASE IV
D. USE POTENTIALS OF SELF
Trainee Guide

TRAINING OUTLINE

1. All the trainees have been learning about being a teacher's aide; but who has learned the most? The trainee will make a ranking sheet as to who has learned the most down to she has learned the least about being a teacher aide.

   a. How does the trainee need to change?

   b. Does the trainee need to try harder?

   c. How will the trainee change

2. The trainees will role play encounter situations between child and teacher aide The trainee should think back on situations he may have observed while visiting the classrooms. The trainee will be able to think of many imaginary situations that might occur during a school day. These situations might occur in the classroom, in the cloadroom, lunch room, playground, or other places. The role playing situations will be videotaped for feedback.

3. The trainees have met many situations both real and imaginary in which a teacher aide can be useful. Discuss the importance of the teacher aide, and why it is important to be one.

4. Not all people have the same amount of interest in the same area. The trainees will vary according to how dedicated they will really feel towards being a teacher aide.

   Trainees will rank each other according to dedication to being a teacher's aide: who is the most dedicated, down to who is the least dedicated. How did the trainee feel about his individual ranking?

   Did the person who is the most active in the group get rated as the most dedicated? Is there a relationship between activity and dedication?

TRAINING OUTLINE

1. Not all persons are equally involved or interested in a school system. The trainees will design a questionnaire to be used to find out the opinions of persons nonactive in the school system. How do these people feel about the local schools? Do they believe they are needed, or that a good job is being done? Do they believe they should pay any taxes towards the schools?

2. The trainee will use the questionnaire regarding interest of non-active persons. The trainee will question a few non-active members, some maybe friends or relatives. The trainees will report their findings and discuss them with the group.

3. The trainees may have attended meetings of other groups in the community. Now that he is developing more skill in observing, the trainee should visit a group using an observation form. The trainees will develop an observation form to be used while attending a meeting. Many questions may be asked regarding such things as interest, attendance, purpose, etc.

4. The trainee will visit a meeting and use the developed observation form. The trainee will report his findings and discuss them with the group.

TRAINING OUTLINE

A. UTILIZE TEACHER AIDE SKILLS
Trainee Guide

1. Practice being a teacher aide.

   This could be in a real classroom or in a simulated classroom situation. Try out the trainee's ability to be a teacher aide. Discuss your experience in the classroom with other trainees.

2. Rank which teacher aide skills are most important and which teacher aide skills are least important in the classroom. Rate fellow trainees as to the use of their teacher aide skills.

3. Simulate a job interview with a possible employer. Video tape the interview and critique the entire process.

   a. Was the application filled out properly?

   b. Did the trainee look like a teacher aide?

   c. Did the trainee talk like a teacher aide?

   d. Would the trainee be hired?

Each trainee should have the opportunity to go through an interview, filling out application, etc.

TRAINING OUTLINE

1. Trainees can be utilizing information regarding the day at school from the children's point of view. Trainees could invite children to their group or could arrange to go to a school and have an open discussion with children regarding their school and what they expect of the teacher or teacher aide.

   Trainees should use group techniques with the students so that information would be helpful to the trainees.

2. Make a composite list of what children do in school, out of school, and expectations.

   a. How does this information help?

   b. What can trainees do with this information?

   c. How will trainees use this information?

3. Work with children in as many varied situations possible to increase knowledge of children. The trainees should work in schools, playgrounds, community activities, private schools, churches, etc. to gain as much insight as possible into children. Following a field trip or a work project, discuss what the trainees learned, and how this information [illegible] be utilized.

TRAINING OUTLINE

1. To help trainees understand the dynamics of relating to school staff, role play a school staff meeting. Each trainee should accept a role that is a job in the school (Principal, teacher, secretary, audio-visual aide, etc.). Select a problem that could be discussed in a staff meeting and role play the meeting. Use video tape to help focus on the process of the meeting.
2. Discuss the various group roles as well as other dynamics of the meetings using the video tape for information.
3. Attend a real school staff meeting to reality-test the role play situation. Work with your instructor on arranging for a visitation. Develop an observation sheet for the meeting. Discuss the meeting after the visitation with fellow trainees.
4. Trainees have shared information with each other. How do they feel about motivation? Rank order on motivation to be a teacher aide. Discuss what the ranking means.

RANK ORDER

Rank order your trainee group as to motivation to be a Teacher Aide. Which trainee is most motivated? Which trainee is least motivated? Include yourself.

Most motivated to be a Teacher Aide:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

Least motivated to be a Teacher Aide:

15.

TRAINING OUTLINE

1. Trainee will need to understand the problems that will confront him regarding employment.
    a. What are the real chances of getting a job as a teacher aide?
    b. What contacts can be utilized in getting a job?
2. What alternatives are available for employment?
    a. Employment that is similar in scope to a teacher aide.
    b. What effect will having skill as a teacher aide have on gaining employment in a different field?
3. Trainees cannot be satisfied with the limited amount of education they have gained during this course. Plans must be made for continuing education and increasing skills. Trainees should make a list of possible educational and skill goals that they could achieve.
    a. List possible classes that could be attended.
    b. List additional skill training classes.
    c. List personal improvement plans.

    Discuss the importance of making plans for the future.
4. Develop a Force Field Analysis or conditions for and against success as a teacher aide. As the result of the analysis, what should be done?